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ONTARIO

ROYAL COMMISSION TO INQUIRE INTO
THE ADMINISTRATION,
MANAGEMENT AND WELFARE OF THE
ONTARIO SCHOOL FOR THE BLIND

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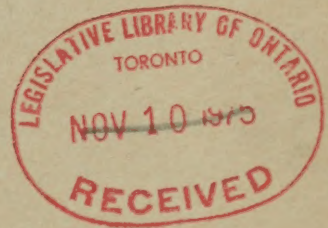
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IN THE MATTER OF A
ROYAL COMMISSION
TO INQUIRE INTO THE
**Administration, Management
and Welfare**
OF THE
Ontario School for the Blind

Report and Recommendations of
NORMAN BLAIN GASH, K.C., LL.B.,
Commissioner.

PRINTED BY ORDER OF
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INDEX TO CONTENTS.

	PAGE
Royal Commission, scope of	3
Students' complaints and suggestions as to improvements	3
Extent of Inquiry.	
Preliminary Investigation	5
Evidence taken	5
Visits of inspection	6
Constitution.	
Act governing	6
Rules and regulations	6
By-laws	6
Management and Discipline.	
Notice of complaints to Department	7
Incident occasioning	7
Discipline, complaints as to	8
Principal's responsibility and duties	8-9
Officers and Teaching Staff.	
"Principal" and "Assistant Principal" qualifications and services	10
Blind members of staff	11
Advantages of	11
Distinguished examples and precedents	11
Literary Department.	
Staff and qualifications	11
Conversance with point print	12
Systematic teaching of	12
Classification in history, literature and composition	12
Elocution	12
Curriculum and examinations	12
High school work	13
Value of liberal education to the blind	13
Supervision over Department	13
Musical Department.	
Scope of work	13
Staff and duties	13
Director and qualifications	13
Students and instruments	13
Half-day system for Director	14
Complaints	14
Curriculum	14
Grade splitting, etc.	14
Classification, defects of	14
Staff notation and normal course	14
Examinations, method of conducting	14
Pipe organ and pianos	15
Organ pupils	15
Principal and director, conflict of authority	15
Director's knowledge of point print	15
Advancing promising pupils	15
Music as vocation	15
University affiliation and diplomas	16
Extending printing facilities to graduates	16
Tuning Department.	
Instructor and pupils	16
Instruments	16
Regulating and repairing work	16
Duration of course	16
Examinations and certificates	17
Vocational value	17
Wicker or Willow Work.	
Instructor and pupils	17
Shop and Isolation Hospital, separation of	17
Re-arrangement of building	18
Scope and value of department	18
Broom-making	18
Sloyd.	
Value of instruction	18

INDEX TO CONTENTS.

	PAGE
Dining-room.	
Matron and duties	19
Number of dining-rooms	19
Complaints as to service	19
Matron's help, and wages paid	19
Provisions	19
Table appointments and etiquette	20
Congregate vs. Cottage plan of building	20
Health of Students.	
Physician	20
Nurses and duties	20
Complaints as to boys' nurse	20
Boys and girls in attendance	21
Trained nurse, advantage of	21
Oculist	21
Gymnasium, Physical Exercises and Drill.	
Gymnasium classes and equipment	22
Playgrounds and apparatus	22
Value of physical training to blind	22
Fire escapes and fire drill	23
Physical, Social and Moral.	
Personal habits	23
Use of tobacco and profanity	23
Hygiene and etiquette	23
Attention to personal appearance	23
Dental attention and barber's visits	23
Printing.	
N. Y. point used	23
Benefits of school printing plant	23
British Braille, National system	24
Braille vs. N. Y. point, comparison	24
Adoption of Braille	24
Extra Provincial Students.	
Students from other Provinces	25
Cost of maintenance	25
Contribution by Provinces	25
School Premises.	
Dormitories	25
Study and recreation rooms	25
Piano practice space	25
Swimming tank	25
Ventilation in Main Building	25
Covered promenades	25
Field Secretary.	
Precedents for	25
Advantage of such officer	25
Work done by willow instructor	26

RECOMMENDATIONS.

Constitution	26
Management and Discipline	26
Officers and Teaching Staff	26
Literary Department	27
Musical Department	27-28
Tuning Department	28-29
Wicker-work	29
Sloyd	29
Dining-room	29-30
Gymnasium, Physical Exercises and Fire Drill	30
Health of Students	30
Physical, Social and Moral	30-31
Printing	31
Extra Provincial Students	31
School Premises	31
Field Secretary	31
Extension of Manual or Vocational Training	32
Administration and Inspection	33
Prevention of Blindness and Conservation of Vision	33-34
The Adult Blind	34-35

TO COL. HIS HONOUR, SIR JOHN HENDRIE, K.C.M.G., C.V.O.,
Lieutenant-Governor of the Province of Ontario.

SIR,—In pursuance of your two Commissions directed to me and bearing date the 26th day of April, 1916, and the 9th day of May following (the later revoking and replacing the earlier) to enquire into certain complaints made to the Department of Education of the Province, against the internal discipline and management of the Ontario School for the Blind, Brantford, and to report upon the same, as well as the general administration, conduct and welfare thereof, and any other matters or questions arising thereout, or in the course of the inquiry, I have now the honour to report as follows:

The complaints above referred to were, in the first instance, contained in two letters dated March 11th, 1916, and April 3rd, following, addressed to the Department of Education, and signed by some forty-two male students of the School, the first of these being short and of a general nature and the second setting out at considerable length the grievances complained of.

On May 2nd, following, I visited the School and interviewed Mr. H. F. Gardiner, the Principal, and showed him the letters referred to, as also my authority for proceeding with an investigation, and discussed at length these complaints, as well as the general management and conduct of the School, and at my request he arranged a meeting for me in the Assembly Hall, of the male students, whose names appear as signatories to these letters.

At the interview with the students following, all these boys were present, except two, unavoidably absent. I read the letters to them and enquired as to how and by whom these letters had been prepared, and was satisfied as to the authorization of all their signatures.

Owing to the general and somewhat indefinite nature of the second letter to the Department, I requested them to formulate in a more concise and specific manner the particular grievances which they desired to have investigated, as also their suggestions for improvements, and subsequently received the letter from them dated May 3rd, following. A copy of these three letters accompanies this report.

EXTENT OF ENQUIRY.

Following the enlarged scope of my Commission and the instructions of the Minister in charge of the Department, that a full and complete investigation should be made of these complaints, as well as of the general management, administration, conduct and other matters pertaining to the progress and welfare of the Institution, I not only made a thorough preliminary enquiry to satisfy myself as to the nature and extent of the complaints, and the causes leading to their being laid before the Department, as well as the evidence that could be adduced to substantiate same, but also, in the formal inquiry following, allowed the students every proper and reasonable liberty and opportunity to bring to my attention any grievances and suggestions in connection with the management of the Institution, whether previously complained of to the Department or not.

At the first sittings, all the boys who had signed these letters were present throughout the day's proceedings, and, subsequently, in order to interfere with the conduct of the School as little as possible, and at the same time to insure a large representation of the complainants, I requested these students to select ten of their number to represent them before the Commission in the subsequent proceedings. This was approved of and ten of the more advanced and representative pupils were selected and attended subsequently to represent the complainants.

Sittings for the taking of evidence were held throughout the day at the Institution on the following dates, namely, May 16th, 17th, 18th, 22nd, 23rd, 26th, 27th and 30th, 1916, also at Toronto on June 5th, 14th, 24th and 30th, following.

The 42 pupils referred to comprise practically all the older boys in the School over 13 or 14 years of age, and 35 of them volunteered to give evidence.

At my request, some 30 of the older girls in the School met me to discuss any complaints or suggestions for the benefit of the School they might wish to make, and six of their number were appointed by them to represent the girls' section of the School and give evidence before the Commission.

In addition to these students. I examined the Principal, and nearly all the other more important officers and teachers on the staff, including also Dr. Marquise, the physician, and Dr. Bell, the oculist, of the School.

I also extended the inquiry to include a number of prominent ex-pupils of the School, who, I considered, might be in a position to give useful evidence.

The evidence was taken in shorthand by Mr. R. S. Stonehouse, a chartered stenographic reporter, of Toronto, appointed and sworn by me for the purpose. This evidence has been extended in typewriting, comprising two volumes of 1,288 pages in all, and a copy has been duly certified and forwarded to the Department.

Owing to the School term being then about concluded, and in order not to delay any action of the Department. I furnished the Minister with a brief memorandum of my preliminary recommendations and sug-

Extent of Inquiry.

gestions as to improvements to be inaugurated, reserving my formal report until an opportunity could be had, after the commencement of the fall terms, to visit a number of the most progressive institutions for the education and instruction of the blind in the United States.

Visits of inspection were subsequently made to the Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., to the New York Institute for the Education of the Blind, New York City, and to the Pennsylvania Institution for the Instruction of the Blind, Philadelphia, Pa., also to a considerable number of workshops, industrial homes and other institutions for the blind in the United States. Besides this, I have had extensive correspondence and the benefit of a perusal of a large number of reports of various other important American institutions for the education of the blind, and associations connected with work for the blind.

Owing to the manner in which the complaints have been formulated, as well as to the scope of the Commission extending beyond them, I propose to deal with the matter of my findings under appropriate headings and follow the same with recommendations and suggestions looking to the improvement and betterment of the Institution, as well as other cognate matters arising in the course of the investigation.

CONSTITUTION.

Act.

The Ontario School for the Blind was established in 1872, under the authority of an Act of the Legislature, now contained in R.S.O. 1914, Chapter 273, and known as the Schools for the Deaf and Blind Act.

Section 4 of that Act defines the objects of this School to be to "educate and impart instruction in manual arts to such blind persons as are born of parents or are wards of persons *bona fide* residents of Ontario." Admission of pupils to the Institution is limited by the Act to those under the age of twenty-one years, except upon the written consent of the Minister of Education made upon the report of the principal of the Institution. Under Section 5, the principal is the chief executive officer of the School.

Rules and Regulations.

A set of rules and regulations purporting to govern the conduct of the School was found, after a search for me, by the Bursar. This was the only copy available and appeared to have fallen into disuse, both the Principal and the Assistant Principal, who had been there a great many years, appearing to know little about them. The Principal states that on taking office in 1903 he raised the question as to preparing a new set of rules, but that the Department did not then consider it necessary. (See p. 1,194, evidence.)

By-Laws.

The copy produced appears to have been printed in 1882 and to have been "Made by the Principal under the authority of the by-laws and approved by the Inspector," from which it would appear that by-laws also were then in force. Owing to changed conditions some of these are now inapplicable. The present routine of appointments and work, however, appears to conform substantially to these somewhat antiquated rules. The absence of any known by-laws defining the scope of authority and duty of the officers and staff, and of rules and regulations gov-

erning the School, or lack of familiarity with them (if still existing) among the officers and staff, I find to account in a large degree for the confusion and difficulties as to duties and discipline which have from time to time arisen within the Institution.

MANAGEMENT AND DISCIPLINE.

From the evidence adduced before me by the male pupils, I find^{Discipline.} that the letters, above referred to, contain the first notice to the Department of the numerous complaints set out therein, and that these students were induced to make formal complaint to the Department by reason of their general dissatisfaction with the manner in which discipline was being maintained, and the severe and unjustifiable methods resorted to in doing so, particularly on the part of Mr. Green, the Supervisor of Boys, and of Mr. Maloney, a literary teacher. This is conclusively brought out by Byron Derbyshire, one of the most intelligent and advanced of the male students, and one with considerable sight, who appears to have been instrumental to a large degree in preparing and formulating these complaints. This, however, was done after full discussion of these matters with the older male students, several of whom took an active part in their preparation, and all of whom concurred in and signed these letters, or authorized their signatures thereto. The immediate cause for these complaints was Mr. Green's punishment of a boy named Towner, on March 7th last, for what they considered an unjust cause in obliging this boy to help another crippled pupil to and from the dining room. A number of the boys met Mr. Green in the hall to protest against this treatment, when he lost his temper and struck the foremost boy, named Beach, in the face with his hand, and a general row ensued. Mr. Gardiner, the Principal, came up, and, at his request, the boys dispersed and a deputation of six waited on him to discuss the incident in his office. On this occasion, the Principal remonstrated with the boys for mobbing the Supervisor, and one of the deputation suggested that the Principal should endeavour to obtain better discipline in the School by removing Mr. Green. The Principal replied that he would report the matter to the Department and intimated the possibility that some of the boys would be required to leave the School. In testifying on this matter, at page 164 of the evidence, Derbyshire says: "They were of the opinion that if Mr. Gardiner had all the reporting to Toronto to do that some of the boys would leave instead of him, and they decided they wanted to write to Toronto for fair treatment, because we didn't see any reason why we should be treated in that way and have it said to us that some of us would be asked to leave, especially when there were no ring-leaders." At page 165, upon being asked the question: "Did that incident then give rise to the writing of the first letter to the Department?" he answered: "That is what gave rise to the writing of the first letter to the Department." A reference to this evidence will more fully disclose the reasons which prevailed upon the students in the first instance to make their complaints.

I find, however, that the students have been quite justified in making these complaints about the manner in which discipline had been administered in the School, not only in the particular incident referred

Discipline. to by Derbyshire in this evidence, but also in a considerable number of other instances where unjustifiable methods of punishment were resorted to, not only by Mr. Green but also by Mr. Maloney, and, in a few isolated cases, by the Principal himself.

The charges against Messrs. Green and Maloney are too numerous to take up in detail, those against Mr. Green being over twelve in number and extending over a period of 5 or 6 years, and those against Mr. Maloney about ten in number, covering somewhat over two years.

The punishment complained of consisted in striking pupils in the face with open hand or fist, kicking, or boxing their ears violently. In a few isolated cases, the hearing in one ear of the students so chastised appears to have been affected to a greater or less degree, through a severe boxing on the ears, a most dangerous and reprehensible way of administering discipline under any circumstances, and particularly to those already handicapped by the loss or serious impairment of sight.

In answer to these charges, Messrs. Green and Maloney in nearly every case practically admitted the occurrences, but either disputed the degree of punishment inflicted or minimized its effect, and in some cases contended they were justified through fear of being mobbed, or circumstances of violence, or grossly disorderly conduct on the part of the students concerned.

As to both of them, I find, on the evidence, that in the large majority of these cases they inflicted excessive punishment and in a manner most unwarrantable and unbecoming an officer or teacher in the position they occupied, and destructive to their influence and the general discipline of the School.

Few of these complaints were carried to the Principal and they accordingly passed for the most part without his attention being called to them. The reason assigned by the students for not doing so was that, where complaints had been made to the Principal, they did not think that he had followed them up, or that any redress had come by reason of them, and there is only evidence of one case of hearing being affected having been brought to his attention and referred to the School eye and ear specialist for treatment, and in that case only one treatment was deemed necessary by the pupil himself. The students themselves do not appear to have taken their injuries seriously.

The cases in which the Principal was concerned were very few and extended over a good many years, and rarely consisted of more than a single blow with the open hand. In one case, however, occurring about three years ago, he admitted having used, under much provocation, a small wooden slat in striking a boy across the side of the head.

On the evidence as a whole, I cannot find that Mr. Gardiner has been guilty of practising undue severity or unwarrantable methods in administering discipline. The students complained in their evidence that he has from time to time threatened expulsion for various reasons, but this seems to have been with him merely a method adopted to secure proper decorum in the School.

I find that one or two of the most serious cases of punishment inflicted by Green or Maloney, including the Howard Hawkins case, which occurred in May, 1915, had been brought to the attention of the

Principal, and that he thereupon forbade them resorting to physical ^{Discipline.} punishment thereafter, and that the Department's Inspector has also, where any serious case has been brought to his attention, taken like action.

Another charge as to which evidence was adduced against Messrs. Green and Maloney was excluding the boys from the dining room for unpunctuality at meals. I find this occurred in a good many instances with various students.

The students complain that no bell is rung at seven o'clock for breakfast, and that, therefore, they have no proper means of keeping track of the breakfast hour, which has accounted for occasional **lateness** at that meal. The old rules referred to provide for the ringing of the bell at 7 a.m., as well as the rising bell at 6 a.m. If this rule were in force it could overcome the difficulty complained of.

Complaint is also made against Miss Radcliffe, a literary teacher, for not maintaining proper order and attention in her classes, through teaching from behind rather than in front of her pupils, and crocheting, etc., whilst teaching. These I regard as minor matters, which, under competent supervision, would speedily be corrected.

No serious complaint as to impropriety or severity in administering discipline appears to have been made, or any evidence adduced as to same, affecting any of the rest of the officers or staff, and these appear to have been able to maintain discipline without resorting to harsh methods.

I attribute the troubles which have arisen in this respect to a lack of uniform and definite rules for administering physical punishment, where such is called for, as well as to the lack of a more thorough supervision, either on the part of the Principal or the Assistant Principal, of the pupils both in and out of classes.

The Principal's duties, as understood and defined by him in his ^{Principal's Duties.} evidence (commencing at p. 1.162), appear to be multifarious and generally embrace those of a superintendent or overseer over the whole Institution and its numerous activities. He does no teaching whatever, and his time appears to have been engrossed throughout the day, as also as a rule in the evenings, in keeping up with his work in the office, without the assistance of a stenographer, and also in running the printing bureau, which he established in 1907 and has devoted much time to, with considerable satisfaction and benefit to the students, through the large number of school books and works of general literature which he has turned out in point print. In his office he has taken personal charge of all the various books of record and accounts to be kept, as well as of all the correspondence, using the typewriter himself for this purpose, receiving special visitors, endeavouring to keep abreast of the times with his exchange reports, preparing the semi-annual reports for the Department, looking after the property of the Institution and in many other ways, as his evidence discloses. These duties have consequently left him insufficient time to visit classes for inspection purposes or to supervise more thoroughly other important activities of the School.

The Principal admits that he had encouraged the members of the staff to administer discipline personally, rather than to refer the cases to him, as he did not desire to be made a "whipping post," as he ex-

pressed it. He considered that procedure would affect his usefulness and influence among the pupils. (See evidence p. 1,193.) The Principal expressed himself as being against the policy of administering physical punishment as a rule, but that some of the blind children with whom they had to do, had been petted and spoiled and become very disobedient at home, and were very difficult to manage, and on that account corporal punishment had to be resorted to at times, in some form.

OFFICERS AND TEACHING STAFF.

Officers.

Under the Act, the head of the School is called "Principal," and there is no provision for an officer known as "Assistant Principal," although in the former's Departmental reports Mr. Wickens, the head of the Literary Department, is termed "Assistant Principal." Authority possibly may have been given for this in the original by-laws.

The duties of the chief executive officer would appear to be sufficiently onerous if confined largely to the task of supervising the efficient operation of the various departments of the School work, and the general administration and management of the School. In addition to this, he should keep in close touch and sympathy with the student body by giving addresses and talks on appropriate subjects for the purpose of imparting general and special knowledge and culture, at roll call and at the evening reading hours, and other convenient occasions. His position in such an Institution is more that of a superintendent than of a principal, and I think he should be preferably so called, and an efficient educationist, of undoubted attainments, special training and sympathy with the work, should be in the position of the Principal of the School, more especially as head of the Literary Department, and to act as Assistant Superintendent in the absence of the Superintendent.

Principal.

The present Principal, who is in his 67th year, is a graduate in arts of Albert College, and holds an M.A. degree, and is undoubtedly a man of liberal education and a capable linguist in a number of foreign languages. In his earlier days he taught school for a couple of years. In later life, prior to his appointment in 1903, he was a prominent newspaper editor in this Province. He has undoubtedly done good work in connection with the printing bureau in the N.Y. point type—a system which he found in use at the time of his appointment, and continued—and in many other ways has endeavoured to advance the interests of the School. He belongs to that school of educationists for the blind who do not consider it proper policy to show sympathy in any form with the blind, but believe they become more self-reliant and self-dependent by throwing them on their own resources as much as possible, and that idea, coupled with his naturally brusque manner and outspoken form of speech, has not conduced to promote his influence among the pupils, or, in my opinion, to further the best interests of the School.

Assistant Principal.

The Assistant Principal, Mr. Wickens, is now past his 70th year, and has been forty years in service in this Institution, in connection with the Literary Department. He holds a second-class Departmental Certificate, and appears to have given a considerable amount of satisfaction

to the students, as no complaints have been made against him as a teacher or as a disciplinarian. Both of these officials appear to be prejudiced against the employment of qualified blind teachers in any leading position in the Institution.

In my opinion these positions could both be more ably filled by younger, more enthusiastic and sympathetic educationists with special training and other necessary qualifications, and if one or other of them were a leading blind educationist, I think it would conduce to the welfare of the School, provided a man, without sight, could be found with proper qualifications for the office.

At present there is no teacher, without sight, in either the Literary or Musical Departments, including the Piano-tuning Department, and these are the principal departments in the School. ^{Blind Members of Staff.}

Mr. Donkin, the instructor in the Wicker-work Department, is practically blind, and is doing excellent work, to the entire satisfaction of his pupils.

Miss Cronk, the visitors' attendant, also does some minor teaching, and appears to be a most competent and well qualified woman for the purpose, and giving excellent satisfaction to all the students who come in contact with her. The same may be said of Miss Burke, assistant in the Knitting and Sewing Department, who is also without sight.

In a number of the foremost institutions of the kind in the United States, as also in England, and in the splendid school at Halifax, some of the prominent positions on the staff are filled by blind teachers or instructors, and they appear to be rendering excellent service. Particular mention may be made of the work of two very eminent blind educationists, namely, Sir Frederick Fraser, Principal of the Halifax School, as also Sir Francis Campbell, the late Principal of the Royal Normal College of London, England. Coupled with these distinguished names in educational and vocational work for the blind, should be mentioned that of Sir Arthur Pearson, likewise totally blind, who, as President of the National Institute for the Blind, and Chairman of the Board of St. Dunstons' Hostel for Blinded Soldiers and Sailors, London, England, has been devoting his great energies and ability, with marked success, to the special education, equipment and training of men blinded in the present war. In Halifax, the head of the Literary Department is also a blind man, and his work is very highly regarded. In some of the institutions visited in the States, the proportion of blind to sighted teachers was about one in three.

The advantage of having a few well qualified blind teachers on the staff lies, not only in the encouragement and inspiration which they naturally give to their pupils, but also in knowing their point of view and the difficulties the students meet with, and how best to meet them. For other obvious reasons, however, there should always be a preponderating admixture of sighted teachers.

LITERARY DEPARTMENT.

Mr. Wickens, the Assistant Principal, is at the head of this department, and the staff has also included Mr. Maloney, Miss Radcliffe and Miss Hanlon. There is also a kindergarten class taught by Miss

Middlemiss. The work is divided into junior, intermediate and senior classes, each teacher taking some work in all classes. Mr. Maloney holds a first-class Departmental Certificate, and the lady teachers a second-class Departmental, and all have had previous experience as teachers in Public or other schools.

Point-
Print.

There has been little, if any, complaint against the efficiency of these teachers. Complaint has been made, however, that some of them are not sufficiently conversant with the point print to be able readily to read and correct the pupils' exercises. This is not surprising, in view of the comparatively short time three of these teachers have been there, and the fact that they had no knowledge of point print before their appointment. Mr. Wickens, owing to the length of time he has been in the School, has acquired a perfect mastery of the point, and the others are able to read it slowly.

All the literary teachers should acquire a more thorough knowledge of the point print and be able to read and use it readily in the classes. Unless this is done, exercises go uncorrected or the class work is retarded by the lack of speed of the teacher.

Complaint has also been made that the point writing and reading have not been properly or systematically taught, and that students have largely relied upon picking it up from one another. I find it is of prime importance that this should be systematically taught to every student on entering the School, and that in class work speed exercises should be given so that students will become rapid and proficient in its use. In this way all class work will be facilitated and more and better work can be covered during the term.

Classifica-
tion.

Another complaint is as to classification of students in certain subjects. I find there is only one grade for all the students in each of the subjects of history, including British and Canadian, composition, literature and Bible history. This seriously retards the advanced pupils and prevents satisfactory progress for all. These subjects should be graded like the other literary work.

Elocution.

A request has been made by a number of the students, both on the boys' and the girls' side, that elocution should be added to the subjects taught in the School. They appear to take an interest in this subject, and recitations are given by pupils in their school entertainments. I think it would be conducive to their interests if this request were acceded to.

Curriculum
and Exam-
inations.

The curriculum in the main follows the Public School work, some subjects being omitted and others taught which are not included in the Public School course. For three days at the end of the term there is an annual examination conducted orally in class by Mr. Kilmer, Inspector of Public Schools for the City of Brantford. Each pupil is called upon in turn to answer a few questions and their standing is determined by the examiner on this test.

In a number of other progressive schools of this kind, the full Public School course has been adopted, and in some cases the High or Grammar School course as well, including work to University Matriculation.

As a result of all the evidence and my subsequent enquiry, I find it would be a distinct advantage to adopt the entire Public School

course, with the ordinary Entrance Examinations in writing at the end. The papers could be dictated to the pupils to take down in point, or a sufficient number of copies made in the printing office to distribute among them. Their answers should be written in point and dictated or typewritten by the students writing on the examination.

I find also there are a small number of advanced pupils who would take advantage of the High School course, if available. This number might not be more than ten or twelve. In the absence of other arrangements being made in the High Schools for such as may desire to pursue these studies, by either providing for paid readers, or printing the text books in point type, provision should be made, as soon as practicable, for this work being conducted in the only school in the Province with facilities for the purpose. High School Work.

It has been estimated that the blind are handicapped to the extent of fifty per cent. in earning capacity, when placed in competition with their sighted fellows in manual occupations. It is, therefore, of great importance that those bereft of sight, who have the necessary ability, physical energy and ambition in that direction, should receive as liberal an education as possible. Apart from the intellectual training and satisfaction to themselves, it opens up for them many new fields of usefulness both to themselves and the community, and, from the standpoint of the State, is a wise investment, economically considered.

There has been an absence of proper supervision of class work on the part of the Principal, and nothing in the nature of regular faculty or staff conferences appears to have been held. Supervision

These details appear to me to be very essential to ensure proper and systematic progress being made, and to discuss the special problems of blind education, as also matters of discipline, which are constantly arising.

In carrying out the extended work above outlined, an additional teacher in this department would likely be found necessary.

MUSICAL DEPARTMENT.

This department embraces the teaching of organ, piano and theory, in its various branches, also violin and vocal and choral music, in accordance with a prescribed school curriculum. Scope of Work.

The staff comprises four teachers, namely: W. N. Andrews, F.G. C.M., Miss Smyth, Miss Harrington and Mr. Ostler. Mr. Andrews is the Musical Director, and teaches organ, piano, and vocal and choral music and all grades of theory. The lady teachers teach piano only, and Mr. Ostler violin only. The Director is only engaged at the School for half his time, the rest of his time being taken up in his professional work in Brantford, where he conducts the Brantford Conservatory of Music, and has other outside interests. He is a graduate of the Conservatorium of Music London, England, as also of the Leipsic College of Music, and has been in the musical profession for many years, and ought to be a well qualified musician, besides being a man of culture and gentlemanly bearing.

In the various branches of this department, there are about seventy students in all, and the equipment consists of one pipe organ, seven Pupils' instruments

practice pianos on the boys' side and eight practice pianos on the girls' side. Besides these, the teachers have their private pianos in their own rooms, upon which lessons are given.

Half Day
System.

One complaint the students make is that the half day system for the director is inadequate, and that a regular and efficient director should be engaged to devote his whole time to this department. Coupled with this, is the complaint that Theory, which includes harmony, counterpoint, rudiments and history, etc., is not taught in accordance with the curriculum, or in proper and logical sequence, and that there has been too much skipping of work, and splitting of grades.

Theory.

As to these matters, I find that the work devolving upon the Musical Director of this department is so extensive and responsible as to call for the exclusive services daily of a thoroughly well qualified musical director, and that the present system, which divides the Director's time between the School, on the one hand, and his outside interest, on the other, is not conducive to the proper teaching and progress of this department.

Curriculum.

The work in theory is divided into seven yearly grades, and owing to the fact that the students have had no copies of the curriculum to refer to, much confusion, as well as dissatisfaction with the work actually covered, appears to have resulted. If the curriculum were printed in point type and a copy given to each member of the class at the commencement of the session, it would help to remove the difficulty in this respect. The pupils would then know in advance the work to be covered, and at the same time could check the work done. Under existing arrangements, I find the grades have been split up considerably and the students have not been able to receive satisfactory attention in all the branches of theory called for by the curriculum.

Grade
Splitting,
etc.

Classifica-
tion.

Then, again, the present classification I consider defective. Students, with special ability, as well as the ambition and energy to become thoroughly qualified in music, and follow it up as a vocation after leaving the School, are placed in the same class in theory with those who neither have the ability nor the intention to do so, the result being that the vocational students are seriously hampered in their work. If this could be rectified, it would largely enhance the value of the vocational music training in the School.

Staff
Notation
and Normal
Course.

The pupils further complain that staff notation, and also the science of teaching, have not received proper attention. The Director states that these come in a grade by themselves, known as the 8th or Teachers' Grade, and were taken up in the preceding year and did not properly come in the course for the year ending June last. This branch, which practically constitutes a normal course in music for those wishing to teach, is indispensable to the success of a blind teacher. I find that staff notation was introduced into the School in 1907, during Mr. Andrews directorship, and that it was not taught before that. Facilities for the work, consisting of a large staff board with metal characters, I inspected in his room, and there is no reason why it should not be taught in a regular and systematic way. Only in this way can the blind become familiar with the ink type, used by their prospective sighted pupils.

The method of conducting examinations in theory is also objected to, and the complaint made that the Director has given assistance to some of the candidates by suggesting answers to the questions. Dr. Ham, the Examiner, prepares the papers and sends them to the School, and the Director presides, dictating these to the students, who take them down in point print. There is much conflict between the evidence of the students and the Director as to what took place on the occasions referred to, but too much assistance would appear to have been given, and this should be prevented by having a monitor or other independent person preside in the usual way. Examinations.

The pipe organ complained of I find to be a very old one, having been in constant use in the School for some thirty years. It has been overhauled and repaired frequently, and all the witnesses agree that it is now completely worn out and useless, even as a practice instrument. The organ, as well as the practice pianos, are in constant use from about 8 a.m. until 8 p.m., except during meal hours; and there are not sufficient instruments of good quality to enable the students to have proper periods for practice. A number of the practice pianos, having constant and hard usage, are becoming worn out and require replacing. Pianos purchased for this purpose should be of superior quality, and approved by the Musical Director, or other person competent for the purpose. The suggestion is also made that the life of these instruments could be prolonged by attaching humidifying pans to the radiators or putting water-jars in the instruments, as well as that all the tuning and repairing of the pianos throughout the School should be done by the advanced tuning pupils under the immediate supervision of the Tuning Instructor. Organ.
Pianos.

There are eight pupils taking organ, three girls and five boys, and the course extends for three years. And there are several more applicants for organ teaching, who are unable to be admitted. Nearly all of the pupils in music, however, are taking up piano, and the same number of pianos would be sufficient, if all of the proper quality.

The Musical Director complains that he has not had the authority or supervision over his department, which he considered was due to his position, or the progress of his department, and I find that conflict has arisen between him and the Principal at times over details connected with his work. As the Director assumes responsibility for the failure or success of his department, he should be clothed with as much authority as possible in its management. The Principal should, of course, have general supervision to see that the curriculum is being carried out, and that due progress is being made. Director's Authority.

The Director should also have a sufficient knowledge of point print to correct with ease the students' exercises. Students upon being assigned to this department should be tried out by the Director for a reasonable period, and if they do not show sufficient ability or promise of becoming proficient, they should not be encouraged to proceed at any great length in the department, as the time of the teachers is required for others with the capacity and ambition to succeed. The Director is not sufficiently conversant with point print. Point-Print.

**Music as
Vocation.**

This is by far the most important vocational department in the School. It has many more students assigned to it, and the cost of equipment and maintenance is much larger. This is amply justified, however, by the promising field opened up to successful blind musicians for employment as organists and choir-masters, and for teaching piano and concert work, and the evidence shows that quite a number of blind graduates in music are doing well in their work.

Diplomas.

At the present time, diplomas are issued from the School, and signed by the Principal and Examiner, after the examinations above referred to. I consider it would increase the prestige of the School, as well as be a guarantee to the public of the efficiency of the graduates wishing to follow up music as a profession, if the Musical Department were affiliated with Toronto University, and examinations conducted and diplomas or certificates granted by that Institution, based on a uniform curriculum.

The printing facilities of the School could be used to assist graduates and furnish them with copies in point print of instrumental or vocal sheet music. This would overcome one of the greatest obstacles blind musicians have to contend with, as it is often difficult for them to procure an expert musical reader to dictate difficult music from the ink print.

TUNING DEPARTMENT.**Instructor
and Pupils.**

This is a department by itself, although the Musical Director claims it is a subordinate branch of the Musical Department, and as such should be under his supervision. Mr. J. D. Ansell is the Instructor in charge and has been since the fall of 1915. He states there are 25 boys and young men, in all, pupils in the department, and not one complaint is made by any pupil as to his efficiency or attention to his duties, but, on the contrary, all his pupils appear well satisfied with his services. He served his apprenticeship and received his training in London, England, as a tuner, regulator and repairer of pianos and such like instruments, and has had constant practice as a tuner for about fifteen years. Under the terms of his engagement, he devotes one-half day only for five days in the week to his duties, the rest of his time being devoted to his private work as a tuner outside the School. There are nine pianos, uprights and squares, in the department, and they are in constant use from early morning until late in the evening every day in the week, except Sunday. The instruments are all old, and at least four of them are worn out and unfit for retention for tuning instruction. These could, however, be used in the department for repairing practice.

Pianos.**Regulating
and Repair-
ing.**

No regulating or repairing has yet been introduced as part of the course, although a knowledge of these is quite as requisite to the qualifications of a successful tuner as a knowledge of tuning.

Under existing conditions, the course is supposed to be covered in three or four years, but, owing to varying ability of pupils and time devoted to it, there is a lack of proper system and progress. Each pupil is given instruction separately on a piano by the tuner, and there has been no class-work so far inaugurated.

There are no examinations during the course until completion, when the Examiner puts the candidates for graduation to a test in tuning, usually selecting one pupil from the class and getting him to do some test work. This is much too superficial and unsatisfactory. Each pupil should undergo a thorough examination, not only in tuning, but also in regulating and repairing, by an Examiner or Examiners competent in all phases of a practical tuner's work, and written examinations held on the theoretical part. If the standard set were high, and a diploma or certificate given on graduation after thorough examination, it would afford protection to the holders of these certificates against incompetent piano tuners, and also be a guarantee to the public of a certain standard of excellence and efficiency on the part of all graduated tuners. This policy would materially increase the usefulness of the Tuning Department and enhance the prestige of the School.

Examinations.

Certificates.

Tuning is undoubtedly a vocation in which the blind have made a decided success and offers a good means of livelihood to them. In Toronto, there are said to be about thirty blind tuners, all making a living, and some of them earn as high as from \$18.00 to \$25.00 a week salary, besides doing extra work of a private nature after hours. A senior pupil now in attendance from Haileybury was shown to have earned \$46.00 in two weeks during Christmas Holidays, tuning pianos in his home district—rather an exceptional record. This department is worthy of every encouragement and attention.

Merits.

WICKER OR WILLOW WORK.

No complaints or criticisms were made by the pupils of this Department in the letters above referred to. The evidence, however, brought out matters that should be dealt with in the interests of this branch, and of the School.

Willow Dept.

Mr. W. B. Donkin has been in charge as the Instructor of this department for the past nine years. He is practically blind, but appears to have excellent qualifications for his position, and is giving good satisfaction to all his pupils, there being thirteen pupils in the Willow Shop at the time of the investigation, and this number appears to be a fair yearly average.

The shop consists of a two-storey brick structure, a short distance from the main building. The entire ground floor is used for instruction, and work by the pupils. The second flat is divided by a matched board partition into two compartments, one being used as a ware or showroom for the products of the willow shop, and the other as an Isolation Hospital for any cases of contagious diseases occurring in the School. Communication between the two flats is by means of an open stair-case, the landing of which is adjacent to the door of the Isolation Hospital.

The Shop and Hospital.

Apart from measles, there have fortunately been few cases of such diseases in the School for a good many years. This hospital, however, is apt to become a grave source of danger to the frequenters of the willow

shop, and, besides this, its sanitary arrangements, as well as location, leave much to be desired, from the point of view of the patients themselves.

This should be removed to the old isolation ward in the upper flat of the main building, which Dr. Marquise, the School physician, considers much safer, as well as better adapted in every way for the purpose.

Further, the room now occupied by it is required for the willow shop. At present there is no storeroom for raw materials or assorting purposes, and by shifting the staircase to the side and rearranging the upper flat, a much more suitable layout could be made for the willow shop.

Scope and Value.

Broom-making.

The department, including basket-work, furniture-making, and chair-caning, is intended to provide industrial training for pupils of a mechanical turn who have not the necessary talent or taste for music or piano-tuning. Broom-making is sometimes combined with this department in other schools, but is not found here. In the American institutions, broom-making is generally considered a better and more promising occupation for the blind than willow-work, and better wages are said to be earned in it. The work, however, is best conducted in shops established separate from the school and requires a certain amount of special machinery and specializing processes of manufacture, besides a large, thorough and economical organization, with sighted supervision, to obtain results. In the absence of these shops, and as a means merely of preliminary instruction to these pupils, the work might be undertaken in a small way.

The evidence of the instructor himself goes to show that efficient and steady willow workers who have gone out from this department have made from \$1.00 to \$2.50 per day. Their difficulty is in procuring raw material and making sales of their output. Many workers for the blind strongly condemn it as an occupation for the blind, as bringing them in competition with sighted workers in the same and machinery in substitute lines, and it is not to be expected that anything but small wages can be earned at the work, in many cases not sufficient for self-support. Willow-work, however, is hand made, and heretofore there has been competition with German and Austrian made goods. The elimination of this product, which is likely to take place in the future, will in all probability benefit this handicraft.

SLOYD.

Sloyd.

Since the death of Mr. Lambden, in June, 1915, there has been no instructor in Sloyd, which includes hammock-netting. The School carpenter has at times given the boys some practice, but there has been no regular or systematic instruction.

Value.

Sloyd, or carpentering, is very useful to the blind as a fundamental and preliminary training for further industrial or vocational work, and is so regarded by all such institutions. It is useless to the blind as a means to acquire a livelihood, but it imparts mechanical skill and manual dexterity, so essential to blind workers. It is valuable also as a mental and physical training, and the work should be continued.

So far it has been confined to boys, but it is also useful, in a lesser degree, to girls, and occasional training for them also would not be amiss.

DINING-ROOM.

The dining-room service is under the control of the Matron, Mrs. Stewart, who also has general supervision over the kitchen, laundry and dormitories, besides the work of keeping the Main Building in order. There are two separate dining-rooms adjacent to one another, one for the boys, the other for the girls, also a dining-room for the staff, accommodating about fifteen persons, and another for the help.

A number of complaints have been made as to the boys' dining-room service. One is that the Supervisor of boys is late or irregular in his attendance in the boys' dining-room, and also that he punishes the boys who are unpunctual at meals by excluding them therefrom, and this charge I find established on the evidence.

The other complaints relate to improper cooking of certain dishes, insufficient potatoes and milk, soiled dishes and tables, obnoxious odors in the dining-room, and generally defective service. The older boys and girls also think they should have a better layout of dishes and more home-like appointments at the table.

I find that the Matron has been working under exceptional difficulties in procuring sufficient and competent help, and, for the last year or two, has been six short in her staff of servants. She has been attempting, after consulting with the Principal from time to time, to get along on the same schedule of wages as were paid a few years ago, and finds it practically impossible to do so. I find also that the help she has been able to get has been consequently far from efficient and subject to frequent interruptions and changes, with little or no notice. The present cook is a woman who has been in that position for over one year. She was formerly assistant cook, and was appointed to the position through inability to secure better service. She receives \$20.00 a month, whilst the wages for a good cook in Brantford during this time have been from \$30.00 to \$40.00 a month. There is also a male baker who makes the bread, pastry and puddings. I find, owing to the heavy work the cook is called on to do, a woman is not fitted for the position, and a competent male cook should be appointed in her place. The kitchen is underneath the dining-rooms, and a dumb waiter communicates between the two places. The odors from the kitchen naturally ascend to the dining-room and the approaches thereto.

From the evidence of the officers and staff examined as to these complaints, as well as from other enquiries and a personal inspection from time to time, I was not able to find anything particularly objectionable or unusual about the dining-room odors, except such as are necessarily incident to the conditions, nor was I able to receive any light from any of the sighted staff or attendants about the dining-rooms or kitchen, relating to the other complaints of defective service, except such as would arise from insufficient help.

I cannot help but attribute some of the complaints to a possibly more acute sense of smell and a certain super-sensitiveness attending those who have lost the sense of sight, as well as to sub-normal health, arising largely from a lack of regular physical exercises and out-door sports.

Provisions. The evidence of the Bursar, Principal and Matron all agreed that there was no lack of provisions of good quality, and that the same amount was being consumed as heretofore. I attribute any imperfections in the cooking to the lack of efficient cooks, and a lack of competent waitresses would appear also to account for other irregularities.

Wages. I find that the wages paid to the help, under the Matron's control, are much less than those for similar services in Brantford, and will need to be materially increased to provide better service. Under present conditions, however, there is bound to be more or less trouble in securing a full staff of competent help. This situation might be relieved, with benefit to the dining-room, as well as to the pupils in training, by allowing a selected number of the older boys and girls, with some sight, to assist in turn in waiting on tables. Some of them are taking domestic science now in the School, and this, under supervision, would afford a means of training in correct methods of serving.

Table Appointments. Etiquette. If this suggestion were adopted, and the Matron exercised due discretion and tact, and also provided more home-like appointments of table linen, dishes and cutlery for the older boys and girls, I think it would enure to the general benefit of this department.

Stress should also be laid on table etiquette by the members of the staff presiding at the meals.

Cottage Plan. The congregate plan of housing students, adopted when this Institution was established, is far from ideal, and, in the more progressive institutions, is giving way to the cottage system, which has many decided advantages to commend it, and, if reconstruction were at any time in the future found necessary, this plan should by all means be adopted, similar to that found in the Perkins Institution.

HEALTH OF STUDENTS.

The health of the students at the time of the enquiry was good and had been for a considerable time, no death having occurred in the Institution for upwards of ten years.

Physician. Dr. Marquise, a medical practitioner of the City of Brantford, has been the School physician for the past fifteen years. He visits the School daily and enquires from the nurses as to any cases requiring his attention, and personally follows them up, if necessary.

Nurses. There are two nurses, Miss Scace, the boys' nurse, and Miss Gilbert, the girls' nurse.

Boys' Nurse. Complaint has been made as to neglect of duty and inattention on the part of the boys' nurse, and a number of cases were brought out in evidence which went to show a lack of that prompt and sympathetic attention which appeared to be called for by the circumstances, one being neglect of a boy for an unreasonable time, whose case turned out to be appendicitis, and who was removed to the City Hospital for operation.

There are 67 boys and 47 girls in the School, and the duties of the boys' nurse consist of attending to their first aid medical needs, and nursing the cases treated in the sick ward in the Main Building, attending to the repairing and keeping in order of the boys' clothing, keeping and dispensing the simple remedies provided by the physician for light cases, and attending in the dining-room on the small boys during meal hours. She complains of being much overworked by reason of these various duties, and if these were conscientiously performed, I think the complaint would be well founded.

From all the evidence, however, I find that she is lacking in the essential qualifications of a nurse, which is her official designation. She appears to have lost the confidence of the boys and not to be a woman of that large-hearted and sympathetic disposition particularly required for this post.

No complaint has been made against the girls' nurse, who has also ^{Girls' Nurse.} similar duties to perform for them. These appear to be less onerous, due to the smaller number of girls in the School, as also to the fact that the older girls are taught to keep their own clothing in repair. It would appear that the work of repairing should be more equitably apportioned between the two nurses.

A recommendation made by Dr. Marquise, as also by the School ^{Trained Nurse.} oculist, I think worthy of the consideration of the Department, that is, that a trained nurse, possessed of sympathetic and motherly instincts at the same time, should be appointed over both sections of the Nursing Department, and the boys' and the girls' nurses act as assistants, and attend to the various other duties expected of them. The head nurse could also be of assistance to the girls in teaching physical culture, giving instruction in hygiene, supervising their out-door games and exercises, and seeing that these are regularly and systematically conducted, and generally looking after their physical and social welfare.

In the opinion of the oculist, this nurse could also render valuable assistance in looking after the eyes of such of the students as are diseased or require attention, and would be more competent to detect anything requiring the oculist's attention, and, at the same time, give any treatment prescribed by him.

There is only one sick ward for both boys and girls in the Main Building, and its appointments are unsatisfactory.

Dr. Bell, of Brantford, specialist in eye, ear and nose diseases, is ^{Oculist.} the School oculist. He makes only one visit of inspection a year, and reports thereon to the Department. In the American schools visited, a more frequent inspection appears to be the practice.

At the Ontario School for the Blind, any special cases arising during the year are referred to the Doctor at his office for treatment. If a trained nurse were appointed, Dr. Bell considers that his annual inspection, coupled with the reference of special cases to him, would be quite sufficient.

GYMNASIUM, PHYSICAL EXERCISES AND FIRE-DRILL.

The gymnasium is situated in the boys' section, their classes here-Classes. tofore being in charge of Supervisor Green, and the girls' in charge of

Mr. Maloney. Both boys and girls are divided into junior, intermediate and senior classes for gymnastic exercises. No complaint has been made by the girls against Mr. Maloney's work, but they think that a woman would be more suitable to conduct these classes, and that the older girls would be less sensitive and freer in their movements. They also ask that the usual regulation gymnasium suits should be provided, as appears to be done in other similar institutions.

The boys' classes for the past couple of years have been held at very irregular intervals, and for some time past some of them practically abandoned, and I find that the Supervisor has been seriously neglecting this work. He complains that nearly all the older boys get excused under one pretext or another, the result being that there were only four boys left in the senior class. This I find to be the fact, and the Principal admitted that at the commencement of the term many of the big boys would complain that their work interfered with taking these classes, and on that account they were excused.

Equipment.

I find the gymnasium is fairly well equipped, but that nearly all the apparatus has been neglected, and is defective and out of repair. With any attention on the part of the Supervisor, this condition would not exist, as repairs could readily be made to put everything in order. One or two additions, such as a rowing machine, would give satisfaction to the boys. No gymnasium suits have been so far provided. If this were done, and pupils required to take a shower bath after these exercises, it would conduce to greater cleanliness and health.

Play-grounds.

The boys' dormitory, which was built a couple of years ago, was located in their playgrounds, and no new campus has been laid out for out-door sports since. There is practically no equipment for such games for them, and on the girls' side the conditions are no better, so far as the older girls are concerned, the only thing being a running track with guide wire and rings, and a few seat-swings. The effect of this pronounced neglect of proper in-door and out-door exercises and games for the pupils, is seen in sallow countenances, a general sluggish and hesitating gait, and defective carriage, which should not exist to this extent, even with blind students, under proper conditions. At present there is a paddock used for cow pasture adjoining the boys' dormitory, which might possibly be used to lay out a running track and provide appliances for out-door games and exercises suitable to their condition. The girls' side should also be provided with various other apparatus, such as rocking boats, rope swings, stationary merry-go-rounds, and similar articles.

Value.

Experience shows it is of the utmost importance that the blind should indulge in physical exercises and games. Not having the same incentive to such things, they are naturally disinclined to do so, and, as a rule, require constant reminding and even urging. Only in this way, however, can they acquire sound health and strength, as well as grace, naturalness and confidence in their movements. More than this, such exercises, if conscientiously and systematically persevered in, bring personal enjoyment and satisfaction with their environment, and are a necessary training for later years. This department of work should, therefore, receive persistent and conscientious attention.

Fire-drill has not been conducted in the School for several years.^{Fire-drill.} A cylindrical metal fire-escape is provided in each wing of the Main Building, and both sections are allowed, at certain times, to use these as a sort of past-time, if desired. This, however, is not obligatory, and some of the older students do not use them at all. Besides these appliances, the ordinary fire-drill should be conducted at regular intervals, both in the Main Building as well as in the dormitories.

PHYSICAL, SOCIAL AND MORAL.

I find that nearly half the boys in the School have been addicted^{Personal Habits.} for some years past, in a greater or less degree, to the use of tobacco, either for smoking or chewing, or both, and that there is also considerable profanity prevalent. These habits prevail even among a few boys under fourteen. The practice of smoking has not been prohibited by the Principal, but merely forbidden in the buildings. The Principal states that, on taking office, he found the boys were carrying tobacco about with them, and smoking on the sly, and he thought that, where the older boys had acquired and persisted in the habit of smoking, it was better to allow them to continue the practice under proper restrictions. Unfortunately, the younger boys have also acquired the habit, some of them being addicted to the use of cigarettes. All these habits should obviously be prohibited upon the School premises, for all boys alike. The enquiry into the other moral conditions prevailing in the Institution did not disclose any serious or irregular state of affairs.

At present, there is no systematic attempt made to instruct the^{Hygiene and Etiquette.} pupils in principles of personal hygiene, social etiquette and usages, or in deportment and appearance. The sighted learn by imitation, but those bereft of vision must necessarily rely on instruction, and it is of the utmost importance that the pupils should be given regular and appropriate instruction in all such matters, rather than being left merely to the discretion of the teachers, as at present.

A number of the students, especially boys, have been allowed to^{Personal Appearance.} go around in careless and slovenly dress and general appearance, some with clothes requiring mending, wornout shoes, and hair unkempt. I observed a few cases where blindness had left the eyes in a repulsive condition, and where suitable glasses would improve the appearance. Some instructions might be given to a few of the adult boys in the art of cleaning and pressing clothes. In this way they could help other boys less able to look after themselves. This might also be useful to them as a means of livelihood later.

At the present time, the boys visit a city barber, at their discretion, instead of being required to pay regular visits, or a barber visiting the School at certain times. The same applies to dental care, and the pupils' teeth are very apt to be seriously neglected. In the higher-class Schools of the States, these matters are now given methodical attention.

PRINTING.

The N.Y. Point-Print System of raised type for the blind has been^{N. Y. Point-Print.} constantly in use in this School almost since its establishment. Prior

to Mr. Gardiner's appointment, the School was entirely dependent on American Point-Print Publishing Houses for its supply of books and other literature. After his appointment, however, he started the Printing Bureau in the School, and to that work has devoted much attention, in turning out text books and music used in the School, as also many volumes of general literature. With one lady assistant, he has done all the printing for the School, besides assisting ex-pupils to a considerable extent.

Braille.

In all other similar Institutions in Canada, or elsewhere in the British Empire, the British Braille System is used, and, in fact, except in the United States, Braille is the accepted system throughout the world. Even in the States, what is known as American Braille—a modified form—is widely used. As a result of considerable investigation, I find that British Braille is much preferable from almost every point of view. It is more easily learned and read, besides being much more economical. The fact, also, that it is our National System, and books in this type are published in Great Britain, and provide a much larger, cheaper and more varied range of literature, and of a distinctly national character, should strongly commend its adoption in this Institution. The American Association of Instructors of the Blind, in its convention in Halifax last July, discussed the merits of the two systems, and strongly endorsed the superiority of the Braille as against the N. Y. point, and in all probability Braille will eventually become the universal system.

Comparison of Systems.

In the course of the enquiry, most interesting evidence was given as to the relative merits of the two systems, by three witnesses, all ex-pupils of the Ontario School for the Blind, and all of whom had received their early education in N. Y. Point-Print, namely, Mr. S. C. Swift, M.A., a highly educated and talented blind man, now Secretary of the Canadian Free Library for the Blind (see evidence commencing p. 1,110), Mr. F. W. Johnston, who has had a successful commercial career (see p. 1043), and Mr. John A. Murray, a successful piano-tuner, in Toronto (see p. 1,066). A printing plant for Braille type could be established for probably not more than \$500.00, adequate for all purposes of the School. The printing appears to be much more quickly and economically done, and the system has also other decided advantages. The change from N. Y. point to Braille could be made at the commencement of the term without serious dislocation of the School work, sufficient time being taken before making the change to prepare the necessary text and other books required for use in the School, and enable the pupils during long vacation to become familiar with the type. An official stereotyper should be in charge of this Bureau, and need not be a highly paid official, practically all that is required being an ordinary good High School education. With one or two assistants, who might be advanced blind pupils, or ex-pupils, the stereotyper could do all the work of this branch.

Printing Plant.

EXTRA PROVINCIAL STUDENTS.

There are some sixteen students now in the School hailing from other Provinces in Canada. As yet, no Provincial School for the Blind has been established in any of the Western Provinces, and a number of their juvenile blind have been received into this School for education, instruction and incidental maintenance, upon an arrangement whereby the Provinces from which they come, pay \$150.00 a year per capita for their tuition and maintenance. This has apparently been the practice since the establishment of the School. This cost appears to have been running in recent years from \$400.00 to \$500.00 a year, the result being that Ontario has only been receiving about one-third its outlay for the instruction and maintenance of such students. Moreover, this does not take into account the capital expenditure, and it would appear only reasonable that the other Provinces, in taking advantage of the Institution provided, at large expense, by this Province, should at least defray the actual cost of maintaining and educating their pupils.

SCHOOL PREMISES.

The two new dormitories are modern, well appointed buildings. Some small repairs and equipment are needed, as noted later.

There are no special study-rooms provided for boys or girls at present in the Main Building. There are three rooms now being used on the girls' side for study and recreation, and five on the boys' side. One room on either side should be set apart for older pupils for study only, and should be suitably and comfortably furnished. The pupils themselves would willingly help to make various articles required for this purpose.

Additional accommodation is also needed for piano practice.

There is no swimming tank on the premises. This would prove of great value to the health and pleasure of the students. It might be found practicable and economical to install this in the basement of one of the dormitories.

The ventilation of the main building is bad. The upper sashes of the windows are stationary and need to be properly hung. The constant raising of the lower sash for ventilating purpose is a fertile cause of colds and other School illness.

There are no verandahs attached to the Main Building, and no covered promenade for the students to use during inclement weather.

FIELD SECRETARY.

In a number of leading Schools for the blind in the States, as also the one at Halifax, an officer known as a Field Secretary, is employed. He renders excellent service in looking up the neglected juvenile blind and seeing that those eligible are promptly placed in School, as well as visiting ex-pupils and other adult blind persons in their homes, for the purpose of becoming conversant with their circumstances and needs, and, where necessary, endeavouring to secure employment for them, and giving practical assistance in many other ways.

Mr. Donkin, Instructor in the Willow Department, has, occasionally, during his holidays, done some work of this character with his former pupils, but nothing like a regular or systematic attempt has ever been made to take it up in a comprehensive way.

To commence with, one of the Instructors in the Industrial Department might be allowed to devote his time during the long vacation to following up this work, and if the exclusive services of a special officer were subsequently found desirable, such an appointment could be made.

With the above findings and observations, I make the following recommendations:

CONSTITUTION.

Recommendations.—

1.

- (a) That the name of the chief executive officer be "Superintendent," rather than "Principal," and the head of the Literary Department be called "Principal" and "Assistant Superintendent," and the Act changed accordingly.
- (b) That a new set of by-laws be prepared and promulgated to govern the Institution, as well as a new set of rules and regulations to regulate the conduct of the School.

MANAGEMENT AND DISCIPLINE.

2.

- (a) That discipline be administered more strictly, under the supervision of the Superintendent, or, in his absence, the Assistant, and, where necessary to administer physical punishment, the strap only be used, and that all cases be reported promptly to the Superintendent.
- (b) No recommendation is necessary with reference to the Principal, or Messrs. Maloney and Green, the Principal having resigned and the others having severed their connection with the School since the enquiry.
- (c) That all classes be systematically supervised by the Superintendent, or his Assistant, to see that the curriculum is being properly carried out, and methods of teaching and progress satisfactory.
- (d) That regular faculty or staff meetings be held at frequent intervals, to discuss special matters arising from day to day, and problems incident to the education of the blind.
- (e) That the Superintendent be allowed the assistance of a competent stenographer and bookkeeper to help with the clerical and routine work of the office. Her spare time, if any, could be utilized in assisting to teach typewriting.

OFFICERS AND TEACHING STAFF.

3.

- (a) That owing to the advanced age of the Assistant Principal, he be retired on a suitable allowance, in view of his forty years of faithful and conscientious service, and a thoroughly competent and well qualified educationist of standing and character, appointed as head of the Literary Department. If a suitable blind man with the necessary qualifications is available, would favour his appointment.

Recommendations.—

- (b) In any subsequent additions to, or changes in, the Musical Department, would recommend that a thoroughly qualified and otherwise suitable blind graduate in music be added to this department.
- (c) That the boys' nurse, Miss Scace, be retired, and that a refined woman, with some nursing experience, and possessed, at the same time, of sympathetic and motherly instincts, be appointed in her place, so soon as such an appointee is available.
- (d) That a trained nurse, with other necessary qualifications, be appointed to take charge of the Nursing Department of the whole School, as well as physical culture, hygiene, and out-door exercises for the girls.
- (e) That the boys' nurse and the girls' nurse be hereafter known as "Assistant Nurses," and that the other incidental duties of their positions be more equitably apportioned between them, as previously indicated.

LITERARY DEPARTMENT.

- 4.
 - (a) That all literary teachers be required to become thoroughly conversant with the point print.
 - (b) That class work in point reading and writing be regularly and systematically conducted, and speed exercises given to promote proficiency.
 - (c) That history, composition and literature be properly classified like other subjects in the department, and that elocution be added to the list of subjects taught.
 - (d) That the curriculum be made to conform to the Public School course, and a written Entrance Examination, under strict supervision, be required of students on completion, with School examinations twice a year during each term, and promotions made on the results.
 - (e) That a High School class be formed and a suitable curriculum of work prepared, unless other arrangements are made for this work being taken up in ordinary High Schools.
 - (f) That all class work be carried out under the systematic direction and supervision of the Principal.

MUSICAL DEPARTMENT.

- 5.
 - (a) That a thoroughly competent and qualified musician be appointed as director, to devote his whole time exclusively to this department, and to have direction of the department, under the constant supervision of the head of the School.
 - (b) That a new modern pneumatic pipe-organ be installed in place of the old one, now worn out and useless, and that a small practice pipe-organ be also added to the department.
 - (c) That at least four of the present practice pianos be turned over to the Piano-Tuning Department, and an equal number of new pianos of superior quality be provided in their places.
 - (d) That the better pianos in this department be set aside for the use of the advanced or talented pupils.
 - (e) That, if practicable, this department become affiliated with Toronto University, and the curriculum, in theory and otherwise, as well as the examinations, be made to conform to the work in that Institution, and certificates be also granted by it to graduates on completion of course.

Recommendations.—

- (f) That a better classification be made among the more advanced pupils to differentiate between those with special talent, or who are taking up music as a vocation, and those without such ability, or who are studying it merely for entertainment or accomplishment.
- (g) That regular and systematic attention be paid to staff notation and a normal course in teaching.
- (h) That a post-graduate course be provided for any graduates showing exceptional ability, when more advanced and additional teachers' work can be taken up. Arrangements might be made to enable these post-graduate students to teach sighted pupils from the Public Schools, at a Nominal charge of say \$5.00 a term, to be paid the teacher.
- (i) That suitable means be adopted for the preservation of instruments, in the way previously suggested.
- (j) That, so far as practicable, the printing facilities of the School be used to provide pupils with point copy of their studies, as well as assist ex-pupils of the department.

TUNING DEPARTMENT.

6.

- (a) That an instructor be engaged to devote his whole time to the department, as against the half-day system heretofore in vogue. The present instructor is doing efficient and satisfactory work.
- (b) That four of the existing pianos, which are worn out and useless, be replaced with an equal number of suitable pianos from the practice rooms in the Musical Department, the old ones so replaced to be utilized in the Department for regulating and repairing instruction and practice.
- (c) That a player piano and two reed organs be added to the equipment, to familiarize pupils with their mechanism and workings, as they will meet with many of these in their tuning work after leaving the School. Used organs which the Instructor can provide at \$50.00 each would be suitable for the purpose.
- (d) That regulating and repairing instruction should be given, especially in the last two years of the course, after students had proved their ability to become tuners.
- (e) That pupils be divided into grades, and a regular systematic curriculum of work, covering say a three or four year period, should be formulated and carried out, similar to the course mapped out by a few of the leading American institutions of the kind.
- (f) That rigid examinations be held at the end of each term and promotions made on merit. These would be still more useful and appreciated by the students if conducted by a competent blind tuner who is a graduate of the School and has had a successful career in tuning.
- (g) That upon graduation, certificates be granted either by the School, or preferably, if it can be arranged, through affiliation with the Faculty of Music of Toronto University, examinations to be thorough and of high standard, and to be the same for every candidate.
- (h) That continuation in the department be in the discretion of the instructor, after a reasonable period of probation. He should be the best judge of the ability of any applicant to make a success of tuning.

Recommendations.—

- (i) That additional space, required for repairing instruction, as also for a class room, be provided by partitioning off from the hammock room adjoining.
- (j) That the lavatory in this building be put in sanitary condition, and separate conveniences be provided for the wicker shop, to prevent disturbance and interruption of this department.
- (k) That a tuning outfit, to cost about \$30.00 each, be furnished pupils on receiving certificates, where they are unable to provide for themselves.
- (l) That senior pupils, under the direction of the instructor, attend to all tuning, regulating and repairing of pianos in the School.
- (m) The School should endeavour, through communications by the Principal and the Instructor, to secure employment for certificated tuners by recommending their services to influential persons in the community in which they propose to settle, and in other ways.

WICKER-WORK.

7.

- (a) That the whole Willow Shop be given over to this department, and the Isolation Hospital removed to the upper flat of the Main Building, where located some years ago. Alterations should be made in the premises to further the interests of the shop, as previously outlined.
- (b) That more systematic methods be introduced, and efficiency and speed tests made during and at the end of each term, and pupils ranked by results.
- (c) That a certificate be issued by the School to each pupil on completing his course.
- (d) That a kit of tools be furnished to a pupil completing his course unable to provide such for himself, as it is important in the interests of the pupil and the community that no time should be lost in applying himself to active work, and that he should not be allowed to drift into idleness or mendicancy.
- (e) That a regular system be adopted to keep track of all pupils completing the course, and the instructor be allowed to visit ex-pupils during long vacation to give suggestions and practical aid in assisting them to become self-supporting.
- (f) That the necessary raw materials be furnished to ex-pupils at cost.
- (g) That a share of the manufacturing profit be paid pupils on sale of their products, to encourage increased effort.
- (h) That, as soon as practicable, instruction in broom-making be taken up in connection with this department.

SLOYD.

8.

- That this department be continued and a competent instructor appointed, and that girls, so desirous, be given occasional instruction in this work.

DINING-ROOM.

9.

- (a) That a competent male cook be engaged to take the place of the female cook.

Recommendations.—

- (b) That the scale of wages for matron's help, generally, be raised to secure more efficient service.
- (c) That a number of the older boys and girls, with some sight, be permitted to assist in waiting on tables, both to expedite service and as a means of training.
- (d) That teachers on duty at meals instruct in table etiquette as well as maintain discipline.
- (e) That pupils over fourteen years of age be provided with smaller tables and a more home-like lay-out of table linen, dishes and cutlery.
- (f) That the breakfast bell be rung at 7 a.m.

GYMNASIUM, PHYSICAL EXERCISES AND FIRE-DRILL.

10.

- (a) That the apparatus in the gymnasium be overhauled and put in thorough repair, and a rowing machine added.
- (b) That all pupils be obliged to join a gymnasium class, and no one be excused except for illness or other like reason.
- (c) That regular, systematic and more frequent classes be conducted.
- (d) That gymnasium suits be provided for all members of these classes, and students encouraged to use the shower baths after such exercises.
- (e) That a boys' campus or play-ground be laid out, convenient to their dormitory, and suitable apparatus provided for out-door sports, and these regularly conducted under the direction of the Supervisor.
- (f) That similar apparatus, suitable to the senior and intermediate classes, be provided for the girls' play-ground, and all be obliged to participate in the sports and take regular out-door exercises, under the direction of their Supervisor.
- (g) That competitive field sports be conducted for both boys and girls in May or June of each term.
- (h) That fire-drill be given at proper intervals.

HEALTH OF STUDENTS.

11.

- (a) That the old Isolation Hospital in the upper flat of the Main Building be fitted up and again used for such purpose.
- (b) That the present sick ward be equipped with more suitable furniture and conveniences, and running water installed, and be used for boys only.
- (c) That a room in the girls' section be fitted up in like manner for the use of patients from that side.
- (d) That the lavatories in the Main Building be provided by the Matron with more towels, and that these be more frequently and regularly changed.
- (e) That pupils requiring to use their rooms in the dormitories during the day, be permitted to do so, with the approval or consent of any member of the staff.

PHYSICAL, SOCIAL AND MORAL.

12.

- (a) That the use of tobacco in any form be prohibited, as also the habit of profanity, and that careful attention and supervision be given to the moral training of all pupils.

Recommendations.—

- (b) That there be regular and systematic instruction in the principles of personal hygiene, social etiquette and usages, and more supervision over the deportment and appearance of the pupils.
- (c) Opportunities for social intercourse, especially with the sighted, should be encouraged, and arrangements made for recitals, concerts and such like entertainments, to be given outside the School. These will serve the dual purpose of advertising the School and the character of its work, and, at the same time, of introducing talented pupils to the favourable notice of the public. The practical experience and training in appearing before public audiences will also prove highly beneficial.

PRINTING.

13.

That the British Braille System of raised type of printing for the blind be substituted for the New York Point, at present in use, as soon as practicable with due regard to all considerations.

EXTRA-PROVINCIAL STUDENTS.

14.

That the charge made by this Province against other provinces for the education, instruction and incidental maintenance of their blind pupils, should be based on the actual per capita cost thereof, without regard to capital expenditure represented by the plant.

SCHOOL PREMISES.

15.

- (a) That the baths and showers in the boys' and girls' dormitories be suitably screened off with curtains or partitions, and that the fire doors in these buildings be put and kept in order.
- (b) That all windows in the Main Building be hung with weights.
- (c) That two rooms, one for adult girls, and the other for adult boys, be set aside for study only, and suitably and comfortably furnished. The geography maps should also be placed in these rooms.
- (d) That a full supply of lockers be installed in the Main Building for all pupils.
- (e) That additional space be provided for piano practice. One of the five assembly rooms on the boys' side might be partitioned for this purpose.
- (f) That, so soon as practicable, a swimming tank be installed and a covered promenade erected for the students' use during inclement weather.
- (g) That an open-air skating rink, as well as a slide for tobogganing or sleighing, should be laid out on the grounds for use by the students during the winter months. The natural features of the grounds can be used to advantage for the latter purpose.

FIELD SECRETARY.

16.

That an officer known as a field secretary be appointed, to promote the outside interests of the School and render practical assistance to ex-pupils, and incidentally to other adult blind of the Province.

Recommendations.—

EXTENSION OF MANUAL OR VOCATIONAL TRAINING.

It is a moot question among prominent educators and instructors of the juvenile blind as to how far industrial training should be extended in an institution of this kind. The better judgment, however, appears strongly to lead to the conclusion that the essential character of "school," or place of education, should be constantly borne in mind, and that vocational or industrial training should be subordinated to that purpose.

With the blind, it takes the place of the Public School, and its first aim should be to educate and train the pupils, so that they may become intelligent, useful and contented citizens. Incidentally, however, a certain amount of manual or vocational training has always been included as a proper and necessary part of the work of such an institution.

Music finds a place in the curriculum of all such schools, both on account of its general educational, as well as vocational, advantages, and is always given a prominent place in their courses.

Instruction also is commonly added in piano-tuning, which is peculiarly adapted to the blind, owing to their possessing, to a large degree, the special qualifications required for success in this pursuit.

Broom, whisk and brush-making, willow or basket-work, and carpet and rug-making are also sometimes found united under one instructor, and known as the industrial department.

Other occupational branches, such as cobbling or shoe-repairing and metal work, as also massage and osteopathy, have been undertaken in a few institutions, largely in an experimental way, and in the most progressive, commercial training is given special attention.

Based on the best experience, it would appear preferable that the time and attention of the School should not be taken up by attempting too many things, but rather in endeavouring to make a success of a few industrial departments.

I would, therefore, strongly recommend, first and foremost, the introduction of a thorough commercial business course, including commercial stenography and salesmanship. For this purpose some six or eight reconstructed typewriting machines should be procured, and these, with the four machines at present used by a few of the pupils for their correspondence, would be sufficient to give instruction and practice to the students likely to take advantage of these facilities. A dictaphone should also be procured for use in connection with the teaching, so that on completion of their course the pupils might be qualified to take positions where dictaphones are in use.

In connection with the commercial course, occasional addresses and talks by prominent men of experience and standing in practical life would prove of much benefit.

As an outside interest, I would also recommend the introduction of poultry-raising and dairying, on a limited scale. The evidence discloses the fact that a number of students from agricultural districts have been already engaged in similar work and find that they can well adapt themselves to it, as also to gardening. The long vacation, however, under our conditions of climate, seems to interfere considerably with the latter being taken up in this School. Owing to the increasing trend of prices for such products, the time is opportune for a commencement in this line.

ADMINISTRATION AND INSPECTION.

Recommendations.—

In order to assimilate and adopt the numerous recommendations and suggestions made with the view of improving the general character and management of the School, which will necessitate a considerable reorganization, I would recommend that some competent official should be appointed, charged with the duty and responsibility of superintending the work of such reorganization, and carrying into effect the recommendations herein made, and subsequently seeing that the School is conducted in accordance therewith.

In many of the most successful institutions of the kind in the States and elsewhere, a board of managers or trustees has been constituted, some, if not all, of whom receive their appointment from the Governor of the State. In a number of these cases, however, the institution is incorporated, and heavily endowed through private generosity, although largely assisted by the State. The Brantford School is entirely supported by the Province, without endowment or other assistance from private philanthropy. It would appear to me, however, that if a limited number of persons, with special qualification and standing in the community, to be known as "Official Visitors," were appointed by the Lieutenant-Governor for a three-year term, charged with the duty of visiting and inspecting the School, and reporting to the Minister of Education thereon at stated intervals, it would conduce to greater public interest in the School and greater success in its management. If such a course were adopted, I would recommend that a successful blind graduate or ex-pupil of the Institution, should be one of the Official Visitors. These would, of course, serve without compensation, their expenses only being defrayed.

PREVENTION OF BLINDNESS AND CONSERVATION OF VISION.

Closely allied with the above matters and arising thereout, is a ^{Kindred Problems.} problem which has been receiving careful and scientific consideration in a great many states of the Union.

One prolific cause of juvenile blindness is what is technically known as Ophthalmia Neonatorum, or, popularly, inflammation of the eyes of the new-born. Statistics of schools for the blind go to establish the fact ^{Ophthalmia Neonatorum.} that about twenty per cent., or even more, of all blindness in such schools has been caused by this disease, which, through the progress of science, has now been found to be almost entirely preventable.

The disease generally occurs within the first fortnight after birth, and requires immediate treatment by a simple prophylactic remedy to counteract its effect. If this is neglected the child is doomed, with practical certainty, to a lifetime of blindness.

Largely through the instrumentality of various associations for the blind, and particularly through the splendid work of the National Committee for the Prevention of Blindness, which maintains a permanent office at 130 East Twenty-second Street, New York City, the ^{Preventable Legislation.} American public has become educated to the grave importance of this

subject, and remedial Legislation has been enacted in some thirty-seven States of the Union. In these, what is known as the "Reporting Law" is in force, making it compulsory to report all cases of what is known as "Babies' Sore Eyes," to the local health officer within a few hours after being detected, and providing means, as well as remedies, for following same up with the necessary skilled treatment. In this way blindness from this particular cause has been largely reduced, with inestimable benefits both to the afflicted children as well as to the community at large.

Other
Causes.

Preventable Legislation has also been enacted in a number of these states dealing with various other causes of blindness, including, in particular, that so frequently caused from wood alcohol, and blindness due to industrial accidents, and I would strongly recommend the consideration and adoption of similar measures in this Province.

Defective
Eye-Sight
Classes.

In a number of the Public Schools in the larger centres of the States, as also in England, provision has been made for "defective eye-sight classes" for the purpose of conserving the vision of children with defective eyes, and enabling them to obtain an education, along with their sighted companions, and surrounded by home influences.

One or two schools are usually selected in each such centre for this special work, which all eligible pupils in that vicinity attend. Besides the manifest advantage to the pupils of acquiring their education in their natural environment, this has proved to be a wise policy for the state, from an economical standpoint, as the expense of educating children under these conditions is much less than for maintenance and tuition in a special school for the blind, and I would recommend the Department's consideration of this problem.

THE ADULT BLIND.

Organized
Co-operative
Work.

Much useful work has been done in the Eastern and other States for the adult blind, through systematic co-operation of the state, the municipality and private philanthropy. Some of these states have established a state commission for the blind, a permanent body, following up five separate lines of endeavour, namely, Prevention, Education, Employment, Recreation and Relief, and for this work the state makes an annual appropriation.

State Com-
missions.

For the purpose of providing employment, these commissions have established workshops in different centres, under sighted management and supervision, and conducted on well organized and economical lines. Appropriations are frequently made to assist this work by municipalities, and private philanthropy has also contributed a large share to its success. The men are paid a reasonable wage. Some of these establishments are purely factory shops; others are industrial homes, or, as they are sometimes called, occupational colonies, providing board and lodging and reasonable comforts of life in connection therewith. Some of these establishments have attained a large measure of success, particularly so those visited in Philadelphia and Boston.

So far, this work does not appear to have been taken up in this Province, except in the case of one small shop recently established at Ottawa by private persons, philanthropically disposed, and, as it is of great importance that those citizens so seriously handicapped—to many of whom blindness comes late in life—should receive proper consideration at the hands of the state, I would recommend that this problem receive due consideration. The Dominion Government has taken up the question of providing employment for returned soldiers who have been disabled in the war in various ways. Some of these, unfortunately, will return bereft of sight, and, for such cases, special provision will be found necessary, and it might be found practicable for the Province to act in co-operation with the Dominion Government in making provision for employment, as well as other requirements, of this class of handicapped citizens.

I have the honour to be,

Sir,

Your humble and obedient servant,

N. B. GASH,

Commissioner.

Toronto, February 12th, 1917.
